DOCUMENT RESUME

ED 206 577 SP 018 578

TITLE A Report on Follow-Up of Graduates Who Completed Preparation for Initial Entry into Classroom Teaching. (Graduate Placement Report), 1978-79.
INSTITUTION Michigan State Dept. of Education, Lansing. Teacher Preparation and Certification Services.
PUB DATE Jul 80
NOTE 49p.: Best copy available.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; *Employment Patterns; Full Time Faculty; Higher Education; Schools of Education; *State Surveys; Teacher Certification; *Teacher Employment; *Teacher Supply and Demand
IDENTIFIERS *Michigan

ABSTRACT

Data presented in this document are primarily from the 1978-79 Graduate Placement Report with additional information from the 1977-78 Report and the Michigan Teacher Supply and Demand Interim Report 1980. The Graduate Placement Report provides information on the employment status of 4,619 (72 percent) of the graduates who completed programs at 30 Michigan teacher education institutions and received provisional teaching certificates from July 1978 to June 1979. In a discussion of the findings it is shown that full-time teaching positions were held by 63 percent of the 1978-79 graduates. It is estimated that 11 percent of the graduates were seeking positions as of January 1980. Projections of teacher supply and demand by Michigan teacher education institutions, the National Center for Education Statistics, and the Association of School, College, and University Staffing indicate possible teacher shortages in the late 1980s. Appendices provide tables showing graduates by major preparation field, and categorized by race and sex in each institution. (FG)

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A REPORT ON FOLLOW-UP OF GRADUATES WHO COMPLETED PREPARATION FOR INITIAL ENTRY INTO CLASSROOM TEACHING (GRADUATE PLACEMENT REPORT) 1978-79

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Michigan Department of Education
Teacher Preparation and Certification

July 1980

SP018578

PREFACE

The Graduate Placement Report was requested by the State Board of Education in 1977. The first of these reports described the placement status of the 1977-78 graduates and was incorporated into the Michigan Teacher Supply and Demand Interim Report - 1980. This report on placement of the 1978-79 graduates is thus the second in this series of annual reports. It has been revised based on the experience with the first report, and is thus more accurate and contains more refined data than the 1977-78 report.

In reviewing the report, it is extremely important to note the limitations of the findings and interpretations as described in the section on limitations. When citing any data the limitations should always be described in order to avoid inappropriate generalizations, misinterpretations, or distortions of the facts. Likewise, taking statements out of context could seriously affect the accuracy of interpretations being made. Citations or reproduction of information without full presentation of limitations, including appropriate footnotes, is not authorized.

It also is important to be aware of factors which could significantly alter the situation in subsequent years. The economic conditions are an important influence on hiring of teachers. This could radically change the rate of placement of first year teachers in the next year. The number of lay-offs has already increased from 590 in 1977-78 to 905 in 1979-80. Any assumptions about future years must be tempered with an understanding of the influence of changing economic conditions.

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SUMMARY OF DATA[1]

1) 6,424 Provisional Certificates were issued in 1978-79 to Michigan graduates (page 4).

2) 6,105 Graduates were followed up, of which 1,486 did not respond (a response rate of 76%) (page 4).

3) The 1978-79 GPR thus reported on 72% of all those receiving certificates (page 4).

4) 63% (2,899) of those reported on the 1978-79 GPR (known status) were placed as teachers (page 4).

5) 65% (3,169) of those reported on the 1977-78 GPR (known status) were placed as teachers (page 4).

6) A newly devised formula estimates total placement of all graduates as teachers to be 60% in 1978-79(page 15).

7) The percentages of graduates reported on the GPR who obtained teaching positions were as follows:

	1977-78*	1978-79*
elementary	76%	77%
secondary	64%	64%
special education	88%	86%

*Includes part-time substitute teachers (342 in 1977-78, 462 in 1978-79) (page 4; figure 4, page 8).

8) Of the 1978-79 graduates reported on the GPR who found teaching positions, 19% are employed out-of-state as teachers.

9) Of the 1978-79 graduates reported in the GPR who found teaching positions, 15% found teaching jobs in non-public schools (page 9).

10) Of those reported on the GPR, 512 Michigan graduates found positions out-of-state in 1978-79, whereas 397 out-of-state first year graduates found positions in Michigan (public schools only reported) (page 9).

11) It is estimated that 21.5% (994) of those reported in the 1978-79 GPR were seeking a position (includes substitute teachers)(page 9).

12) During the 1979-80 school year, 905 Michigan public school teachers were laid off (page 9).

[1] When citing any data from this report, relevant limitations of the study must be provided.

13) Highest placement rates were found in mentally handicapped, orthopedically handicapped, and learning disabilities (figure 7, pages 12-13).

14) Lowest placement rates were found in physical education, economics, social science, and psychology (figure 7, pages 12-13).

15) Projections by ASCUS, NCES, and Michigan teacher education institutions indicate possible teacher shortages in the late 1980's (pages 17-22).

A REPORT ON FOLLOW-UP OF GRADUATES
WHO COMPLETED PREPARATION FOR INITIAL ENTRY INTO CLASSROOM TEACHING

(GRADUATE PLACEMENT REPORT - 1978-79)

Background of the Report

In September, 1977, the State Board of Education adopted a three step procedure for improving counseling and guidance in regard to teacher employment. The three step procedure requires the following:

1) Each institution approved for a teacher preparation program in Michigan must file a follow-up report on the placement of graduates each year (Graduate Placement Report).

2) The information about placement records of graduates of teacher education programs must be made available to students in each institution.

3) The State Department of Education should compile this placement information and hold a conference with Deans and Chairpersons of teacher education to review the data and recommend the actions deemed appropriate.

Consistent with the State Board action, the Department of Education organized a committee of teacher educators to design a reporting form. The resulting form was the Follow-up of Graduates Who Completed Preparation for Initial Entry into Classroom Teaching (Graduate Placement Report.)

The Graduate Placement Report (GPR) was collected for the first time for 1977-78 graduates. It thus reported on persons who completed preparation for initial entry into classroom teaching during the period July 1, 1977, to June 30, 1978. The report provides information on the employment status of these graduates as of January 1, 1979. The results of this first graduate placement report were provided in the Michigan Teacher Supply and Demand Interim Report 1980.

The purpose of this report is to provide information from the second Graduate Placement Report for those who completed preparation for initial entry into teaching between July 1, 1978, and June 30, 1979. It should be noted that the report includes not just those who receive a baccalaureate degree during that period and were recommended for a certificate, but all individuals who completed a program at a Michigan institution and received an initial provisional teaching certificate during that period of time. This includes individuals who came to Michigan from another state and completed their teacher education work at a Michigan institution, and those who completed the baccalaureate degree at some previous time and only completed their teacher preparation program during the reporting period. To simplify this report all of these certificate recipients will be referred to as graduates in this document.

In order to benefit from the experience of the first year with the Graduate Placement Report, staff requested that the institutions provide suggestions for the improvement of the report. Based on this first year experience, several changes were made. One concern was that there was not sufficient time between December 1, the date for determining employment status, and January 1, the date the completed form was to be returned to the Department of Education. A second concern was that the employment status date of December 1 apparently eliminated many individuals who were hired between December 1 and January 15 for the second semester. The report was thus modified so that the employment status date was moved up to January 15, and the report was to be submitted by March 1, 1980. This provided for a more realistic description of employment status and a more reasonable data collection time frame. Also, more specific information was requested regarding the status of those employed in non-public schools. For teachers employed in non-public schools a distinction has been made between in-state and out-of-state employment. The report on those receiving certificates in 1978-79 is thus more accurate and provides more refined data than the report on 1977-78 graduates.

The main purpose of this document is to present the data provided in the Graduate Placement Report for 1978-79. In certain instances, however, additional information is provided from other sources in order to show trends or provide a context for the data provided in the 1978-79 report. Data from both the 1977-78 and 1978-79 reports are thus provided, and information from the Michigan Teacher Supply and Demand Interim Report - 1980 are also provided in some instances.

Limitations of the Report

A major limitation of the Graduate Placement Report is that the total number of graduates reported on in terms of their job placement is less than the total number of individuals who received initial provisional certificates during that same period of time. For 1977-78 graduates, for example, the Graduate Placement Report provides information on 6,386 Michigan graduates, whereas 7,270 provisional certificates were issued. Thus, 884 teachers were not included in the follow-up study. This was determined to be due to one of two reasons. A number of graduates do not register with the placement office and some of the institutions did not follow-up on these graduates. In addition, a number of individuals complete their teacher preparation program after having completed the baccalaureate degree several years ago, either in another state or at a Michigan institution. Since these individuals did not recieve their baccalaureate degree in 1977-78, some institutions did not report on these individuals in the 1977-78 report. These two factors would appear to account for almost all of the individuals not included in the Graduate Placement Report. Due to a new procedure the number of teachers who were not included in the 1978-79 follow-up study was only 319, significantly reduced from the 884 in the 1977-78 report.

Another limitation of the Graduate Placement Report is the number of individuals identified as "status unknown." These are individuals who were included in the placement follow-up but did not respond and thus the institutions were unable to ascertain their job status. In 1977-78 this number was 1,532, and 1978-79 this figure was 1,486. By adding the number of graduates who were not included in the follow-up study and those whose status was unknown, a total figure for unknowns is thus provided. The 1977-78 figure was 2,416, or 33% of Michigan graduates who received provisional certificates during that period. For 1978-79, the figure was 1,805 or 28%.

The percentages and numbers of teachers in each category will be reported in terms of the number responding to the survey. The data will thus indicate that of those responding a certain percentage of the graduates found teaching positions, were unemployed, etc. It is very important to note throughout the report that this is a percentage of those responding and whose status was known, and to keep in mind that there is a percentage which is not included in the report since they were not included in the follow-up study or their status was unknown.

It should also be noted that the information from this report only identifies certificates recommended in subject area majors for secondary teachers. If a teacher obtains employment in his or her minor area, the employment status does not reflect this. It would appear on the report that the teacher obtained employment in his or her major area of certification. It is generally assumed that the number of persons hired to teach primarily in their minor area of certification would be small, and thus the data are not seriously distorted because of this reporting procedure.

Caution also should be exercised in interpreting the number of individuals who found teaching positions. Included in the total are part-time substitute teachers. In 1977-78 there were 342 such substitutes included in the figures which reflect the number teaching (in or out-of-state). In 1978-79 there were 462 such substitutes included in the figures for those teaching. The figure for those who are teaching in regular full-time positions can be arrived at by merely subtracting this figure from the total, and both sets of data are available.

In estimating the number of teachers who are seeking a position, the data are derived from those not listed as "teaching." It is assumed and noted in some of the calculations that part-time substitutes are also seeking a position. These part-time substitutes are not included in the categories of not teaching, such as homemaker, military service, student, employed in another occupation, or unemployed. It thus may be assumed they are seeking a position, but it is not necessarily true that they are all seeking a full-time position. The accuracy of this assumption is thus a limitation of this report.

For each major preparation field, data are provided for all of the sub-categories of employment status. For special education, however, only the totals (line 7) are correct. You will note that by adding the figures

for each of the categories of special education, the sum does not equal the total indicated for special education. One university did not report the number of teachers employed in special education by special education categories, this institution only provides totals for special education placements. The discrepancy is noted on the summary report form.

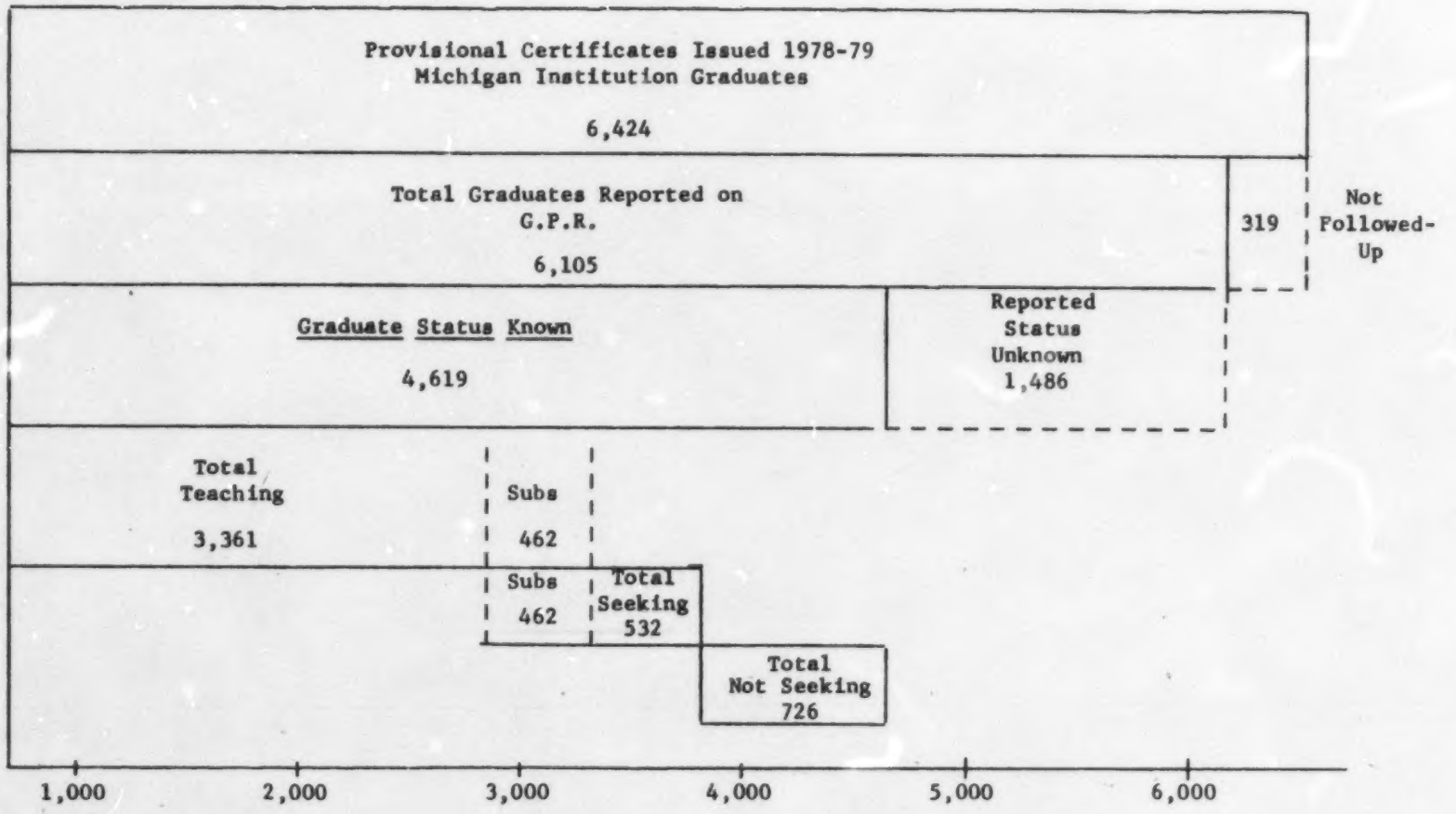
Findings

A summary of all institution responses is provided as Appendix A. The Graduate Placement Report for 1978-79 provided information on the status of 6,105 graduates. The total number of provisional certificates issued to Michigan graduates during that period was 6,424. Thus, there were 319 teachers who were not included in the follow-up studies. Of those reported, there was a total of 1,486 whose status was unknown (figure 1). There were thus 4,619 graduates whose status was known as reported on the Graduate Placement Report, and this figure was used as the basis for calculating the percentages of graduates from the various categories. This is very important to keep in mind since it clarifies how each of the percentages were calculated.

The percentage of teachers whose status is unknown however, is based on the total number of provisional certificates issued to Michigan graduates. By adding the graduates who are not included in the follow-up studies to the number of graduates whose status is unknown yields a total of 1,805 teachers whose occupational status is unknown. Dividing this by the total number of provisional certificates issued to Michigan graduates (6,424) in 1978-79 yields a figure of 28% of graduates whose occupational status is unknown (figure 2).

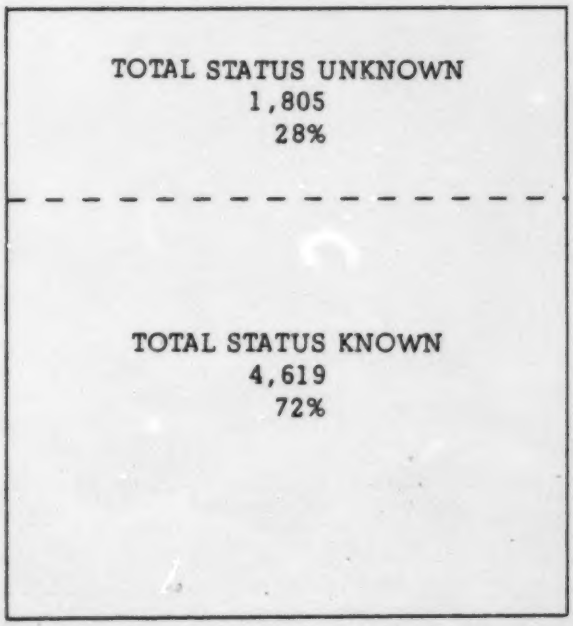
Of those reported and accounted for on the Graduate Placement Report 3,361 graduates were listed as "teaching" (73%). After subtracting part-time substitute teachers (462), the percent is reduced to 63%. The percent of graduates in each placement category is shown in figure 3. This compares with 65% of the 1977-78 graduates who found teaching positions (does not include part-time substitutes). In the three broad areas, elementary, secondary, and special education, the percent of those who obtained teaching positions was essentially the same as in 1977-78. For 1978-79 elementary education graduates, 77% obtained teaching positions, whereas 76% of the 1977-78 elementary graduates found teaching positions. In secondary education, 64% of the 1978-79 graduates reported found positions compared to 64% of the 1977-78 graduates. In special education 86% of the 1978-79 graduates found teaching positions, whereas 88% of the 1977-78 graduates found positions (figure 4).

A further breakdown on the status of those finding teaching positions was provided by the Graduate Placement Report. Of those 1978-79 graduates who obtained teaching positions, it was found that 19% obtained positions out-of-state. This is comparable to the figure of 17% for 1977-78 graduates. Comparing the number who found teaching positions out-of-state (643) with the total number reported on the Graduate



SCOPE OF GRADUATE PLACEMENT REPORT - 1978-79

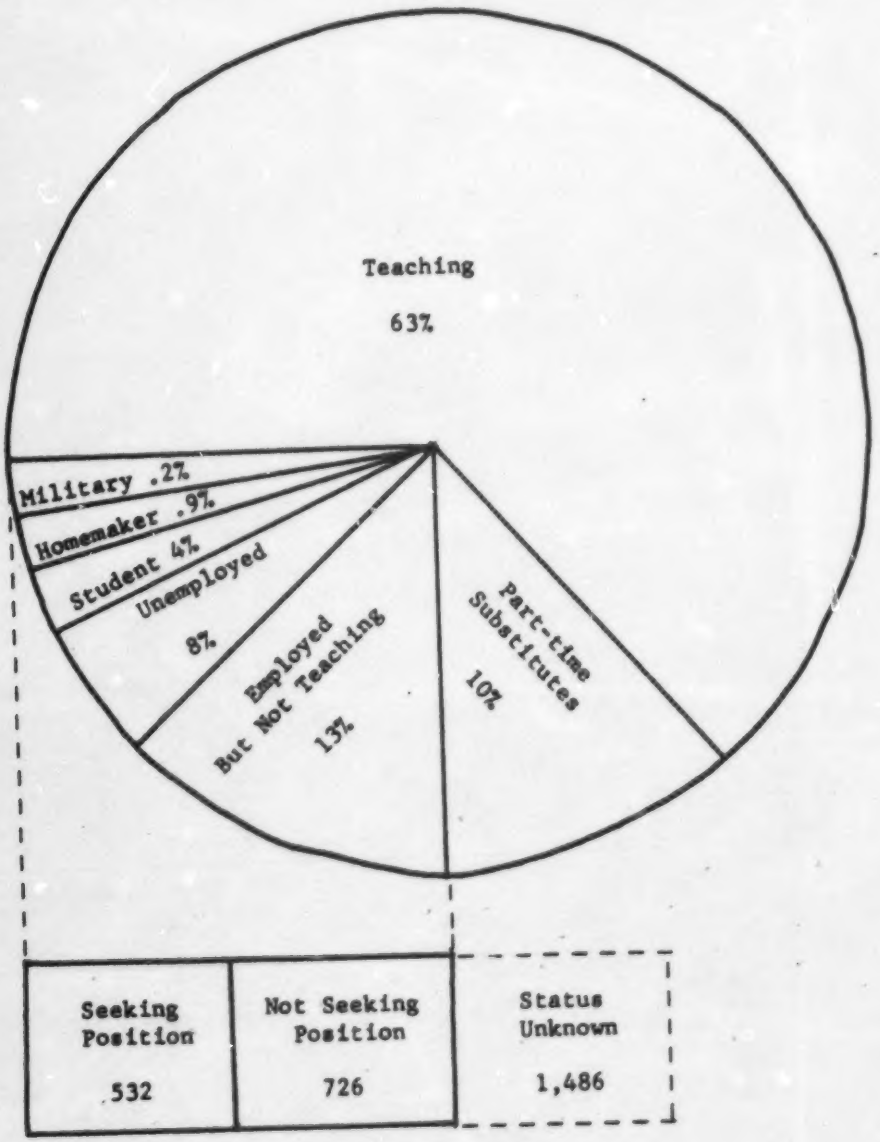
Figure 1



Total Michigan Institution 1978-79 Graduates
6,424

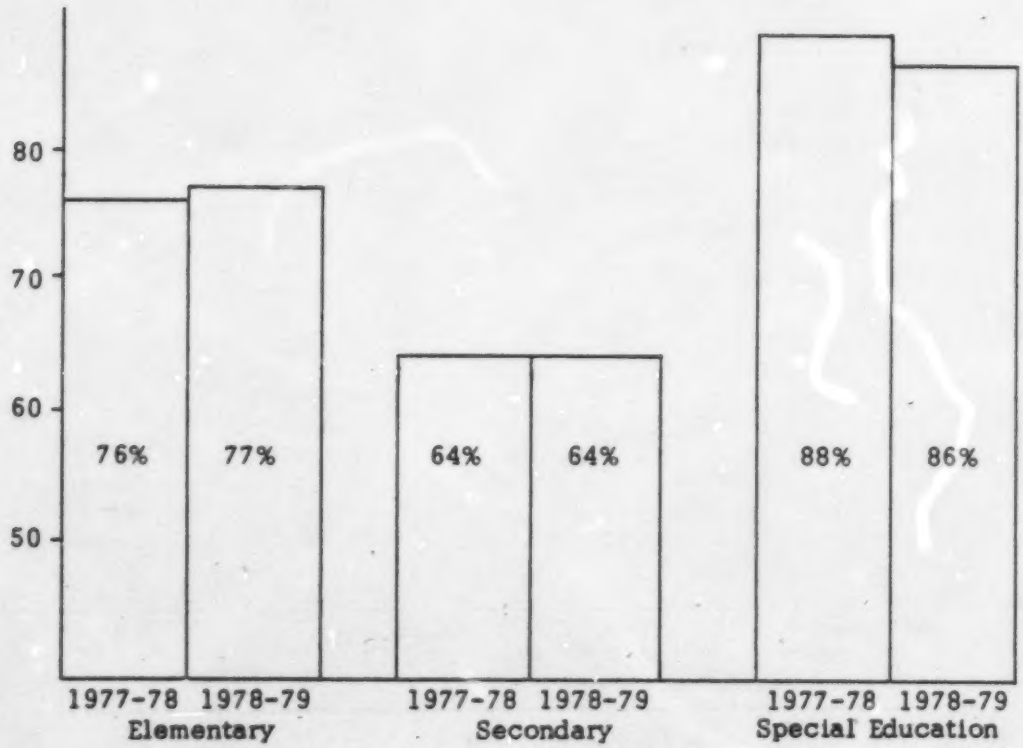
PERCENT OF KNOWN AND UNKNOWN 1978-79 GRADUATES' JOB STATUS

Figure 2



PLACEMENT STATUS OF ALL MICHIGAN GRADUATES
AS REPORTED BY 1978-79 GRADUATE PLACEMENT REPORT

Figure 3



Percent Graduates Teaching*

*Based on graduates whose status was known on the Graduate Placement Report (includes 462 substitute teachers in 1978-79, 342 in 1977-78).

COMPARISON BY LEVEL OF 1977-78 AND 1978-79
MICHIGAN GRADUATES TEACHING

Figure 4

Placement Report whose status was known, reveals a percentage of 14%. In 1978-79 new information was acquired regarding teaching in non-public schools. The data revealed that 352 teachers found employment in nonpublic schools in Michigan and 160 found employment in non-public schools out-of-state, for a total of 512 teachers. Comparing these with all Michigan graduates who obtained a teaching position as reported on the GPR reveals that 15% of those obtaining positions, obtained positions in non-public schools.

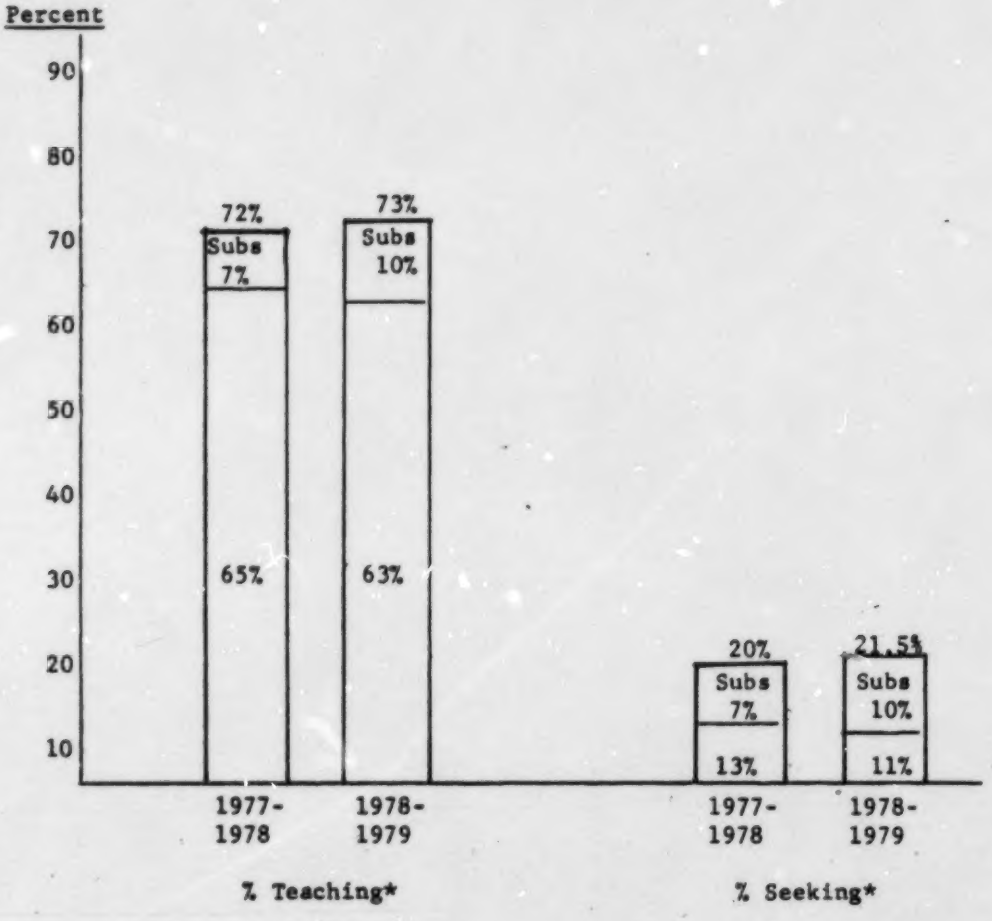
For purposes of comparison, the 1980 Supply and Demand Report indicated that 2,532 Michigan provisional certificates were issued to graduates of out-of-state institutions in 1977-78. In the following year, 1978-79, 397 first year teachers who graduated from out-of-state institutions in 1977-78 found teaching positions in Michigan public schools. This is a placement factor of about 16%.

The 1980 Supply and Demand Report also provided information on the placement of first year teachers by race and sex in Michigan public schools. This information is presented in tables 1 and 2 in Appendix C.

In assessing the placement status of new graduates it is of value not only to determine how many have obtained teaching positions, but also how many are still seeking teaching positions. The Graduate Placement Report indicated that there were 532 1978-79 graduates who were still seeking a teaching position. This is 11% of those whose status was known as reported on the Graduate Placement Report 1978-79. This again compares with a similar figure of 13% for 1977-78 graduates. If the 462 part-time substitutes in 1978-79 are added, the total is 994 seeking, or 21.5%. (figure 5). The percent seeking employment by elementary, secondary and special education category is shown in figure 6.

The teacher lay-off report indicated that during 1979-80, 905 teachers were laid-off on recall in Michigan public schools (as of January 1, 1980). The lay-off report for 1979-80 is included as Appendix C. Combining those laid-off with all the 1978-79 graduates seeking a position in 1979-80 (994) yields a total of 1,894 teachers. This provides a partial description of the pool of teachers available for employment. The remaining factor in the pool would be experienced teachers who currently are not teaching but who are interested in obtaining a teaching position. Data on this remaining portion of the pool of teachers are not available.

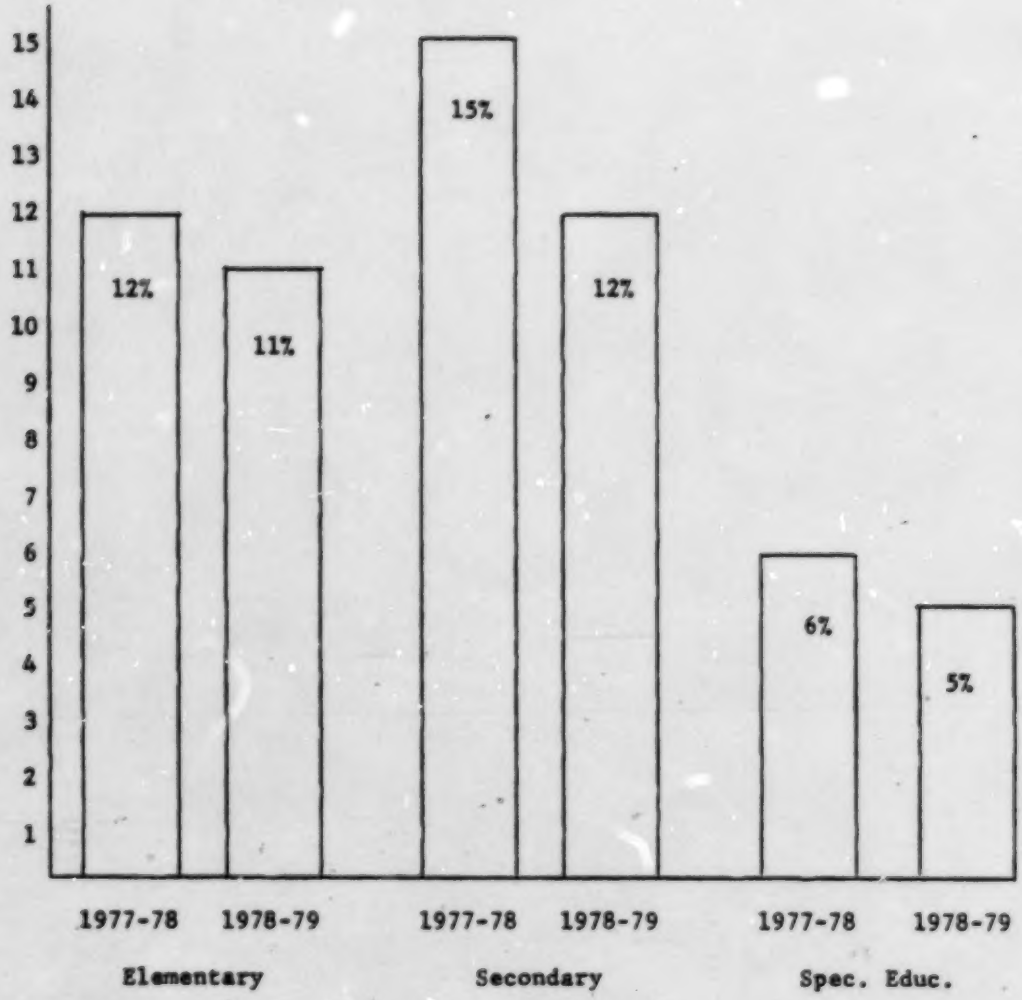
The Graduate Placement Report also provided data for secondary education graduates by specific subject areas. The percentage of those obtaining teaching positions and those seeking a teaching position are provided in figure 7. The percentages are again based on the number of graduates reported on the Graduate Placement Report whose status was known. Areas of particularly high placement are as follows: learning disabilities, mentally handicapped, orthopedically handicapped. Of particularly low placement were the following areas: physical education, economics, social science, psychology (figure 7).



*Of those reported as status known on the Graduate Placement Report.

COMPARISON OF PERCENT OF MICHIGAN GRADUATES
TEACHING AND SEEKING A TEACHING POSITION
1977-78 AND 1978-79 AS REPORTED ON THE
GRADUATE PLACEMENT REPORT

Figure 5



COMPARISON BY LEVEL OF THE PERCENT OF MICHIGAN GRADUATES SEEKING A TEACHING POSITION IN 1977-78 AND 1978-79*

*Of those reported as status known on the Graduate Placement Report, not including 462 part-time substitutes

Figure 6

MICHIGAN GRADUATES

Secondary Provisional Certificates
Placement By Subject Areas
1978-79

	Teaching[1]		Seeking Teaching Position[2]	
	Number	Per Cent*	Number	Per Cent*
Regular Elementary Instruction	1,117	76%	166	11%
K-12 Areas (elem. & sec.)				
Art	93	64%	33	22%
Music	186	75%	28	11%
Health, Physical Education and Recreation	300	63%	79	16%
Library Science	17	65%	3	11%
Special Education				
Mentally Handicapped**	244	90%	14	5%
Speech Correction**	36	50%	0	0
Orthopedically Handicapped**	117	89%	9	6%
Emotionally Disturbed**	185	88%	15	7%
Education of the Blind**	20	83%	1	4%
Education of the Deaf**	15	79%	4	21%
Learning Disabilities**	46	100%	0	0
Sub Total - Special Ed†**	744	86%	48	5%
Sub Total - All K-12 Majors***	1,340	76%	191	11%
Secondary				
Language Arts	2	100%	0	0
English	143	76%	18	10%
Journalism	4	44%	0	0
Speech	26	55%	11	23%
Social Science	59	69%	10	12%
Economics	1	20%	3	60%
Geography	4	50%	1	12%
History	82	62%	18	14%
Political Science	10	43%	3	13%
Psychology	18	47%	8	21%
Sociology	6	50%	3	25%
Anthropology	2	100%	0	0
Cultural Studies	0	0	0	0
Behavioral Studies	1	50%	0	0
Science	13	72%	2	11%
Biology	65	66%	12	12%
Chemistry	11	58%	3	16%
Physics	8	73%	1	9%
Geology-Earth Science	10	67%	1	6%

Figure 7

	Teaching		Seeking Teaching Position	
	Number	Per Cent*	Number	Per Cent*
Foreign Language				
French	16	59%	2	7%
German	7	70%	1	10%
Greek	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	25	73%	4	12%
Italian	1	100%	0	0
Polish	0	0	0	0
Hebrew	0	0	0	0
Business Education	62	67%	8	9%
Accounting	0	0	0	0
Business Administration	0	0	1	100%
Secretarial Science	1	50%	0	0
Distributive Education	9	64%	2	14%
Agricultural Education	16	52%	4	13%
Industrial Arts	71	64%	8	7%
Music	7	58%	2	17%
Home Economics	40	66%	14	23%
Art	5	62%	1	13%
Other Physical Ed. (non K-12)				
Health	1	100%	0	0
Physical Education	15	52%	7	24%
Recreation	19	44%	3	7%
Dance	1	33%	1	33%
Miscellaneous				
Driver & Safety Education	0	0	0	0
Library Science	1	25%	2	50%
Environmental Studies	1	50%	0	0
Occupational Therapy	0	0	0	0
Fine Arts	1	14%	1	14%
Humanities	0	0	0	0
Academic Study of Religions	0	0	0	0
Philosophy	3	75%	1	25%
Vocational Education	6	100%	0	0
Agriculture	0	0	0	0
Business Education	7	50%	6	43%
Distributive Education	0	0	0	0
Home Economics	19	76%	0	0
Vocational Technical	37	67%	6	11%
Sub Total - Secondary	904	64%	175	12%
Total	3,361	73%	532	11%

*Based on those reported on the Graduate Placement Report whose status was known.
**Does not include the number of teachers recommended by Michigan State University.
***Includes Michigan State University's totals.

[1]Includes 462 part-time substitutes
[2]Does not include 462 part-time substitutes

Figure 7 (continued)

By combining information from the various sources of supply and demand and utilizing data acquired for the first time regarding placement of graduates, a new technique has been devised for more accurately estimating the placement of graduates of Michigan teacher education institutions. The Professional Personnel Register contains information on all first year teachers employed in Michigan public schools,[1] and further identifies which of these graduated from Michigan teacher preparation institutions. The Graduate Placement Report identifies the number of graduates who found teaching positions out-of-state, in both public and private schools. The 1978-79 GPR also provided data on the number of Michigan graduates who obtained employment in Michigan nonpublic schools. The sum of these three categories should provide a complete picture of Michigan graduate placement.

As noted previously, however, the GPR does not account for all provisional certificates issued to Michigan graduates. 1,805 are not accounted for and their status is unknown. The number of these unknown graduates who obtained a teaching position is the only remaining piece of data. This may be approximated if one assumes that the percent of the unknown graduates who obtained teaching positions is approximately the same as the known graduates who obtained teaching positions. There is no evidence to support or refute this assumption, but it is made for purposes of approximating the placement rate, and the results should be interpreted with full knowledge of the tentativeness of the assumption and the resultant calculations. Since some of the unknown status graduates may have been counted in the Professional Personnel Report as employed in Michigan public schools, one only needs to estimate the unknown status graduates who found employment out-of-state and in non-public schools in Michigan.

The following formula can thus be devised:

MICHIGAN GRADUATES EMPLOYED IN MICHIGAN PUBLIC SCHOOLS (Mp)
+ MICHIGAN GRADUATES EMPLOYED IN MICHIGAN NON-PUBLIC SCHOOLS (Mnp)
+ MICHIGAN GRADUATES EMPLOYED OUT-OF-STATE (Os)
+ MICHIGAN GRADUATES EMPLOYED AS TEACHERS OUT-OF-STATE OR IN NON-PUBLIC SCHOOLS IN MICHIGAN WHO WERE LISTED AS UNKNOWN ON THE GPR (Un) = TOTAL MICHIGAN GRADUATES PLACED (T).

$$T = M_P + M_{NP} + O_S + U_N$$

Michigan graduates employed in Michigan non-public schools represented 8% of the provisional certificates issued to Michigan graduates and reported with known status on the GPR. Michigan graduates employed

---

[1] This may include some first year teachers who graduated in previous years but obtained a teaching position for the first time in the year reported in the particular PPR.

out-of-state represented 14% of those reported with known status on the GPR. This combined percentage (22%) multiplied times the total number of graduates whose status is unknown (1,805) yields a figure of 397 additional 1978-79 graduates who possibly obtained teaching positions out-of-state or in Michigan non-public schools. Putting 1978-79 graduates data into the formula provides the following:

$$T = M_P + M_{NP} + O_S + U_N$$

$$T = 2{,}909 + 352 + 643 + 397$$

(PPR, 1979-80) (GPR, 1978-79) (GPR, 1978-79) (estimated)

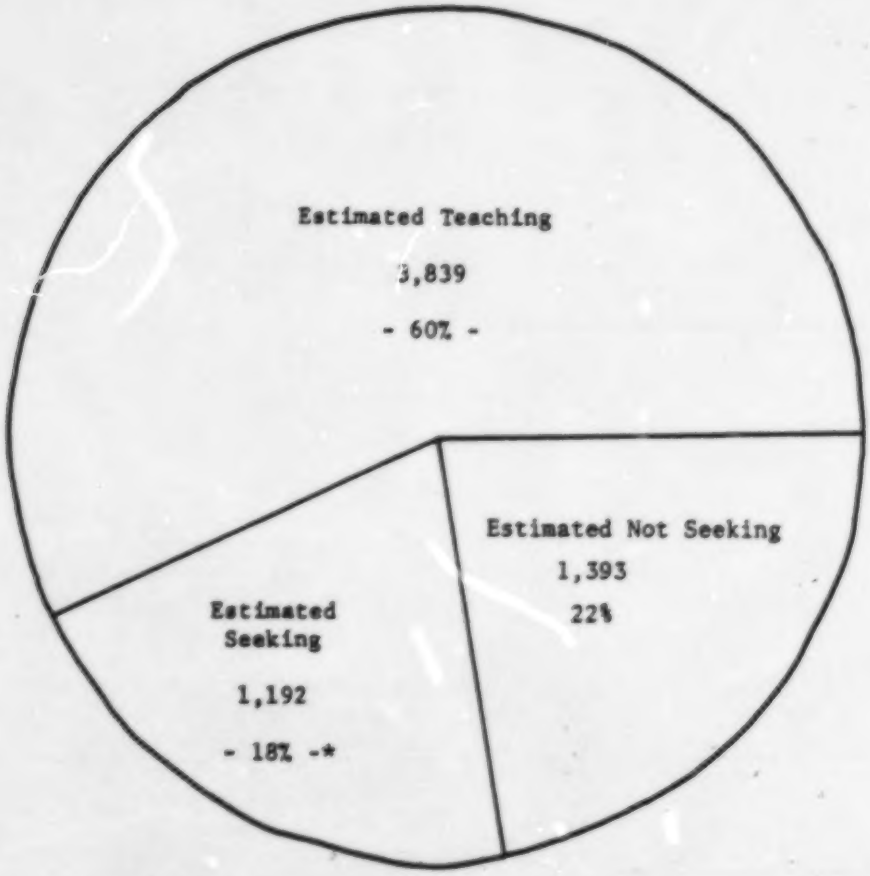
$$T = 4{,}301$$

Subtracting part-time substitutes yields a figure of 3,839 Michigan graduates placed in 1979-80. This is 60% of the Michigan graduates receiving provisional certificates in 1978-79.

On the other hand, it is of value to estimate the actual number of graduates who are seeking a position, in order to obtain a more complete picture of the placement of graduates. The 1978-79 GPR indicated that 532 teachers (11% of provisional certificates issued to Michigan graduates) were seeking a position. One may again assume that the same percent of the teachers whose status is unknown are seeking a position. This results in an estimate of an additional 198 graduates seeking a position. It may be assumed, however, that many of the 462 teachers who were part-time substitutes would also be seeking a position (although some may prefer to be substitutes for various reasons). The total of these three figures is 1,192 graduates which is 18% of the provisional certificates issued to 1978-79 Michigan graduates. This information is displayed in figure 8.

Projections of Supply and Demand

The 1978-79 Graduate Placement Report included for the first time information on projections of persons completing teacher preparation. Each Michigan teacher education institution (30) was requested to provide a projection of provisional certificate production for the next four years, beginning with 1979-80 and ending with 1982-83. This thus provides projections using current enrollments including the freshman class. The projections were divided into elementary and secondary teacher production. The results of the projections are provided in figure 9. Figure 10 depicts the history of Michigan institution provisional certificate production and the projected production.



Total Provisional Certificates Issued 1978-79 -- 6,424

*Includes 462 part-time substitutes

ESTIMATED PLACEMENT OF 1978-79 MICHIGAN GRADUATES
FROM FORMULA T = M p + M n-p + O s + U n

Figure 8

Projected Teacher Production for Michigan Provisional Certificates	TEACHING LEVEL		TOTAL
	Elementary	Secondary	
1979-80	2,953	3,025	5,978
1980-81	2,884	2,992	5,876
1981-82	2,834	2,934	5,768
1982-83	2,856	2,990	5,846

PROJECTED PROVISIONAL CERTIFICATE PRODUCTION
MICHIGAN INSTITUTIONS
1979-83

Figure 9

There are two major studies which have been conducted regarding the projected need for teachers nationally. One of these was conducted by ASCUS (Association of School, College and University Staffing).

> The survey instrument used in the 1976 study was modified and mailed to all institutions of higher education involved in the preparation of elementary and placement offices in institutions of higher education involved in the preparation of elementary and secondary teachers which responded to the survey instrument in 1976. Some 367 placement offices in institutions of higher education were mailed the instrument . . . The survey instrument provided opportunity for each respondent to select from a scale of 1 (Considerable Surplus) to 5 (Considerable Shortage) the condition as perceived by the respondent in his or her state.[1]

The surveys were responded to primarily by placement directors in each of the institutions. Figure 11 provides an index for major subject areas, which is summarized from all of the responses nationally. Figure 12 (Appendix B of the ASCUS report) provides composite rankings for each level or subject area for each of the states.

> The areas found to be most critical were industrial arts, speech correction, physics, mathematics, chemistry, and agriculture. There also was reported to be a shortage in business/distributive education, science, reading, special education and school psychology. It was of interest to note that of the 26 subject areas listed . . ., 13 were found to have a value of 4 or higher (shortage to considerable shortage).[2]

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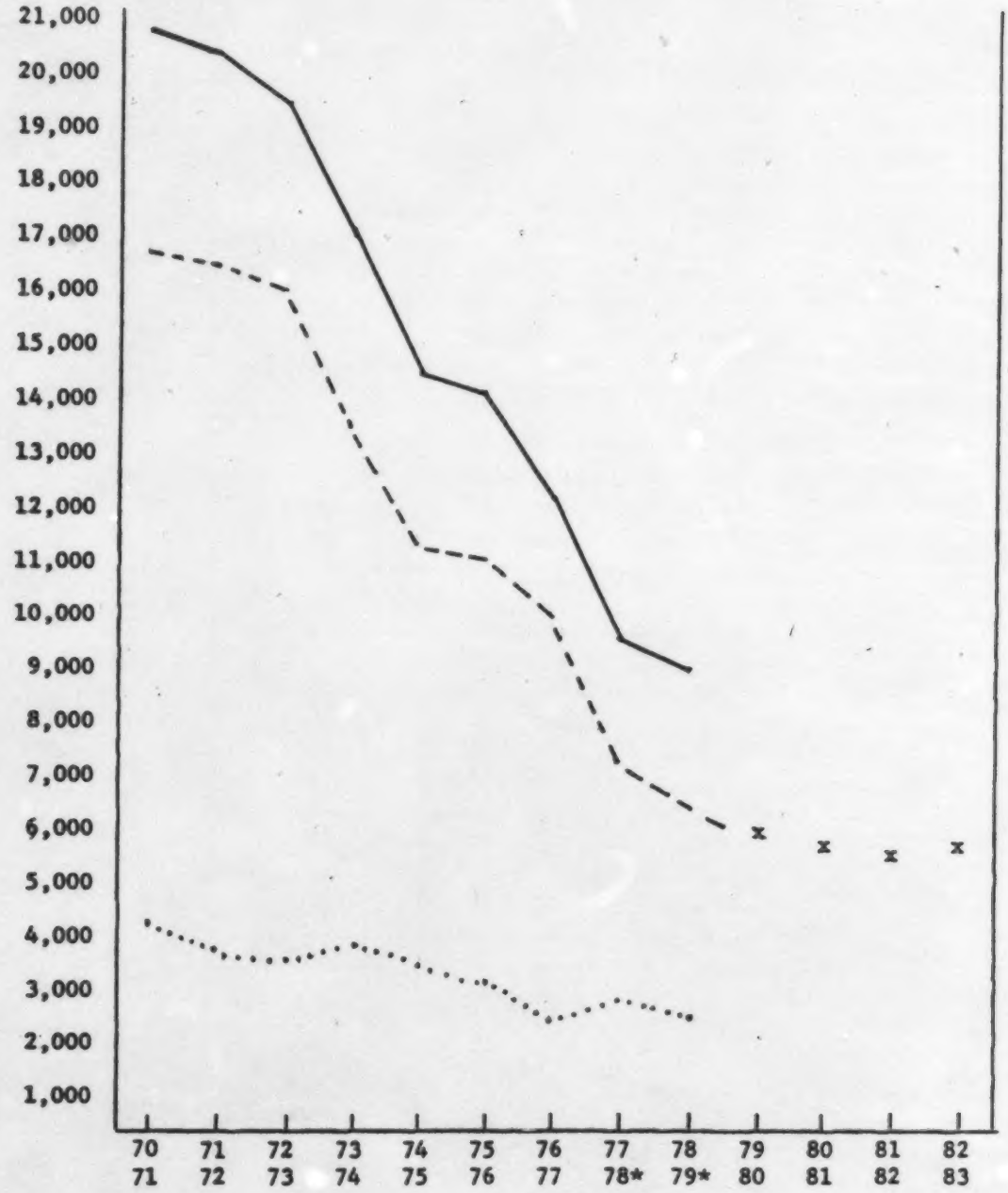
[1] ASCUS, Teacher Supply and Demand in the U.S., 1980, ASCUS Research Report, March 1980, p. 2.

[2] Ibid., p. 8.



PROVISIONAL CERTIFICATE PRODUCTION
IN-STATE AND OUT-OF-STATE[1]

[1]State Department Records
[2]Michigan Institution Projections
*Renewals Subtracted

Figure 10

SUBJECT	INDEX								
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Agriculture								•	
Art			•						
Biology						•			
Business Education							•		
Chemistry								•	
Distributive Ed							•		
Earth Science							•		
Elementary Education			•						
English						•			
Foreign Language				•					
General Science							•		
Guidance					•				
Health			•						
Home Economics					•				
Industrial Arts									•
Mathematics								•	
Music					•				
P.E. Men			•						
P.E. Women			•						
Physics								•	
Reading							•		
School Psychologist							•		
Social Studies			•						
Special Education							•		
Speech Correction								•	

Index:
1 - Considerable Surplus
2 - Surplus
3 - Balance
4 - Shortage
5 - Considerable Shortage

TEACHER SHORTAGE/SURPLUS INDEX FOR THE
UNITED STATES AS PERCEIVED BY
PLACEMENT DIRECTORS*

*ASCUS, Teacher Supply and Demand in the U.S., 1980, ASCUS Research Report, March 1980, page 5.

Figure 11

1—CONSIDERABLE SURPLUS
2—SURPLUS
3—BALANCED SUPPLY
4—SHORTAGE
5—CONSIDERABLE SHORTAGE

Level or Subject Area / STATES	ALABAMA	CALIFORNIA	COLORADO	FLORIDA	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	NEBRASKA	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	OHIO	OREGON	PENNSYLVANIA	RHODE ISLAND	SOUTH DAKOTA	TENNESSEE	TEXAS	UTAH	VIRGINIA	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
ELEMENTARY (K-6)	3	1	4	2	2	2	2	2	2	3	1	1	2	3	2	3	2	2	1	2	3	2	2	2	2	3	2	2	4	2	2	2	2	4
JUNIOR-HIGH (7-8)	3	2	4	3	2	3	3	3	3	3	3	2	3	4	2	3	2	2	2	3	3	3	3	2	2	4	3	3	2	3	3	2	3	5
SECONDARY														5																				
Mathematics	5	5	5	4	4	5	5	4	5	2	5	4	4	5	4	5	5	4	4	3	5	5	5	4	4	5	4	5	5	4	5	4	5	5
Natural and Physical Science																																		
Biology	3	3	3	4	2	4	3	4	4	2	5	4	3	3	4	4	4	3	4	3	5	3	3	3	4	4	3	4	4	2	3	4	3	3
Chemistry	5	4	3	4	3	5	4	4	5	2	5	4	4	5	4	5	4	3	4	4	5	4	3	4	4	4	4	4	5	4	4	4	4	4
Earth Science	3	4	5	4	3	4	4	4	5	2	5	4	4	3	5	4	4	3	4	NA	5	4	4	3	4	5	4	5	4	4	3	3	4	4
Physics	4	4	4	4	3	5	5	4	5	2	5	4	4	4	5	5	4	3	5	NA	5	4	3	4	4	5	4	5	5	4	4	5	4	4
General	4	4	5	4	4	4	4	4	4	2	5	4	3	4	4	4	4	3	3	4	5	4	4	3	4	4	3	4	4	3	3	4	4	3
English/Language Arts	3	3	5	3	3	4	4	4	4	2	2	2	3	3	3	4	3	2	3	2	5	4	3	3	3	4	2	3	3	4	3	3	3	3
Trade, Industrial, Voc. Tech.	4	4	5	4	NA	5	5	4	5	1	5	4	5	5	4	4	5	4	NA	NA	NA	4	4	5	NA	5	5	5	5	NA	5	5	5	5
Special Education																																		
MR	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	5	4	4	4	3	5
LD	4	5	5	4	4	4	5	5	5	4	2	4	5	5	5	5	4	4	4	4	4	4	4	4	3	5	4	4	5	5	4	4	4	5
Deaf	4	5	5	4	NA	4	4	4	5	4	NA	4	4	4	NA	4	4	4	NA	NA	4	4	3	5	NA	5	4	4	4	4	5	5	5	5
Multiply Handicapped	4	5	5	5	NA	4	4	5	5	NA	NA	4	4	4	4	5	4	4	5	NA	4	4	4	4	NA	5	4	4	5	4	4	4	5	5
Visually Impaired	4	5	5	4	NA	5	4	4	5	NA	NA	4	4	4	NA	4	4	4	NA	NA	4	4	3	5	NA	5	3	4	4	4	5	5	5	NA
Health Education	3	3	3	2	3	2	2	3	3	NA	2	3	2	2	2	2	4	3	NA	1	3	2	2	3	NA	2	2	2	2	2	2	2	2	2
Physical Education																																		
Women	2	2	4	3	2	2	2	2	2	2	NA	1	2	2	2	2	2	2	2	1	3	2	1	2	NA	2	2	3	3	2	2	2	2	1
Men	3	2	2	2	1	2	2	2	2	NA	1	3	2	2	1	2	2	2	2	1	3	2	2	2	NA	2	2	3	2	2	2	2	2	1
Industrial Arts	5	4	5	4	NA	5	5	5	5	5	5	5	5	5	4	5	5	4	NA	NA	NA	4	4	5	NA	5	5	5	5	5	5	4	5	5
Home Economics	2	3	NA	3	3	4	3	3	3	NA	2	4	3	3	2	4	3	2	NA	NA	NA	3	3	3	NA	NA	2	2	2	2	4	2	4	5
Distributive Education	4	3	NA	3	NA	4	4	4	3	NA	3	NA	4	4	2	4	3	3	4	NA	NA	4	3	3	NA	5	4	4	4	NA	4	4	4	5
Agriculture	3	4	NA	4	NA	5	4	5	5	NA	4	NA	5	4	5	5	4	3	NA	NA	NA	4	4	NA	NA	NA	3	3	NA	NA	5	4	5	5
Business Education	2	4	4	3	3	4	3	4	3	NA	4	NA	4	4	2	3	4	3	5	2	4	3	4	4	NA	4	2	3	4	NA	5	3	4	5
Music	3	4	5	3	4	3	3	3	4	3	2	3	3	3	4	4	3	2	4	2	4	3	3	3	NA	3	2	3	4	2	3	3	3	3
Foreign Language	3	3	2	3	3	3	3	3	4	2	1	2	3	2	4	3	3	2	4	3	NA	3	2	.2	.3	2	2	2	2	2	3	3	2	2
Art	3	2	2	2	3	2	3	3	2	2	1	2	3	3	2	3	3	2	3	2	3	2	2	2	3	3	2	2	2	2	2	2	2	1
Social Studies	2	2	3	2	1	2	2	2	2	2	2	2	2	3	2	3	2	1	3	1	4	2	2	2	3	4	2	2	2	2	2	2	2	1
Library Science	3	3	4	3	NA	3	4	3	4	NA	3	NA	3	3	3	3	4	3	NA	NA	3	4	3	3	NA	4	4	3	3	2	4	2	4	5
Reading	4	3	4	3	3	4	4	3	4	4	3	4	4	4	4	4	4	3	4	NA	3	4	4	4	4	4	4	4	4	4	4	3	4	5
Speech Corrections	4	5	4	3	3	5	4	4	4	NA	3	4	4	4	NA	4	4	3	3	NA	4	3	4	4	NA	4	4	3	5	4	4	3	4	5
School Psychology	4	4	3	2	NA	5	4	4	4	NA	3	3	5	4	NA	4	3	3	4	NA	NA	4	4	4	NA	4	4	4	5	4	3	4	4	5
Guidance-Counseling	3	3	4	2	NA	4	3	4	4	2	3	3	4	3	3	3	3	2	3	NA	NA	3	4	2	NA	5	2	3	3	3	3	3	4	4

SUPPLY/DEMAND FOR TEACHERS BY SUBJECT AREA FOR SELECT STATES AS PERCEIVED BY PLACEMENT DIRECTORS, 1979*

*ASCUS, Teacher Supply and Demand in the U.S., 1980, ASCUS Research Report, March 1980, page 6

Figure 12

Areas of surplus were found to be in art, elementary education, health, men's and women's physical education and social studies. Although there appeared to be a relative consistency in certain subject areas, it also was noted that considerable variation existed among states or geographic areas. For example, the area of biology was reported to be 2 (surplus) in certain states while in other states a value of 5 (considerable shortage) was reported to be the relative supply/demand.

A second major report has been produced by the National Center for Education Statistics (NCES) in the U.S. Department of Health, Education, and Welfare. An "Early Release" dated May 12, 1980, is titled "A Favorable Job Market Foreseen for Teacher Graduates in the Late 1980's." The report indicates that "In the late 1980's, when enrollments begin increasing, a shortage of new teacher graduates could possibly occur."[1] The report further indicates that "Because of the teacher surplus, smaller proportions of college graduates enrolled in teacher preparation programs during the 1970's. Should this trend continue even at a reduced rate, a shortage of new teacher graduates may occur in the late 1980's."[2] The projections of teacher production by Michigan institutions provided in this paper indicate that smaller proportions of graduates will not only continue at the current rate but may even decrease (figure 10).

The NCES report identifies the demand for additional teachers as consisting of three components: enrollment changes, pupil-teacher ratio changes, and replacement of teachers who leave the profession either permanently or temporarily. Based on the projected demand and supply the report suggests that "When enrollments begin increasing in 1984-88 period, the demand for additional teachers will increase to more than the demand during 1974-78 period."[3] Figure 13 indicates the relationship between the supply of new teacher graduates and the demand for additional teachers as projected by NCES.

Projections of demand for new teachers is difficult due to the many variables which affect the system. The Teacher Supply and Demand Interim Report 1980 illustrated how court cases, legislation, millages, etc., all have an impact on the demand for teachers. The state of the economy has a significant influence on hiring of teachers. Since many of these variables are uncertain and are difficult to forecast, projections of the demand for new teachers is exceedingly difficult. It should be realized that any projections could be significantly altered, depending upon changes in any of the variables cited, particularly the economic factors. The projections thus require continuous monitoring and revision in view of new information as it develops.

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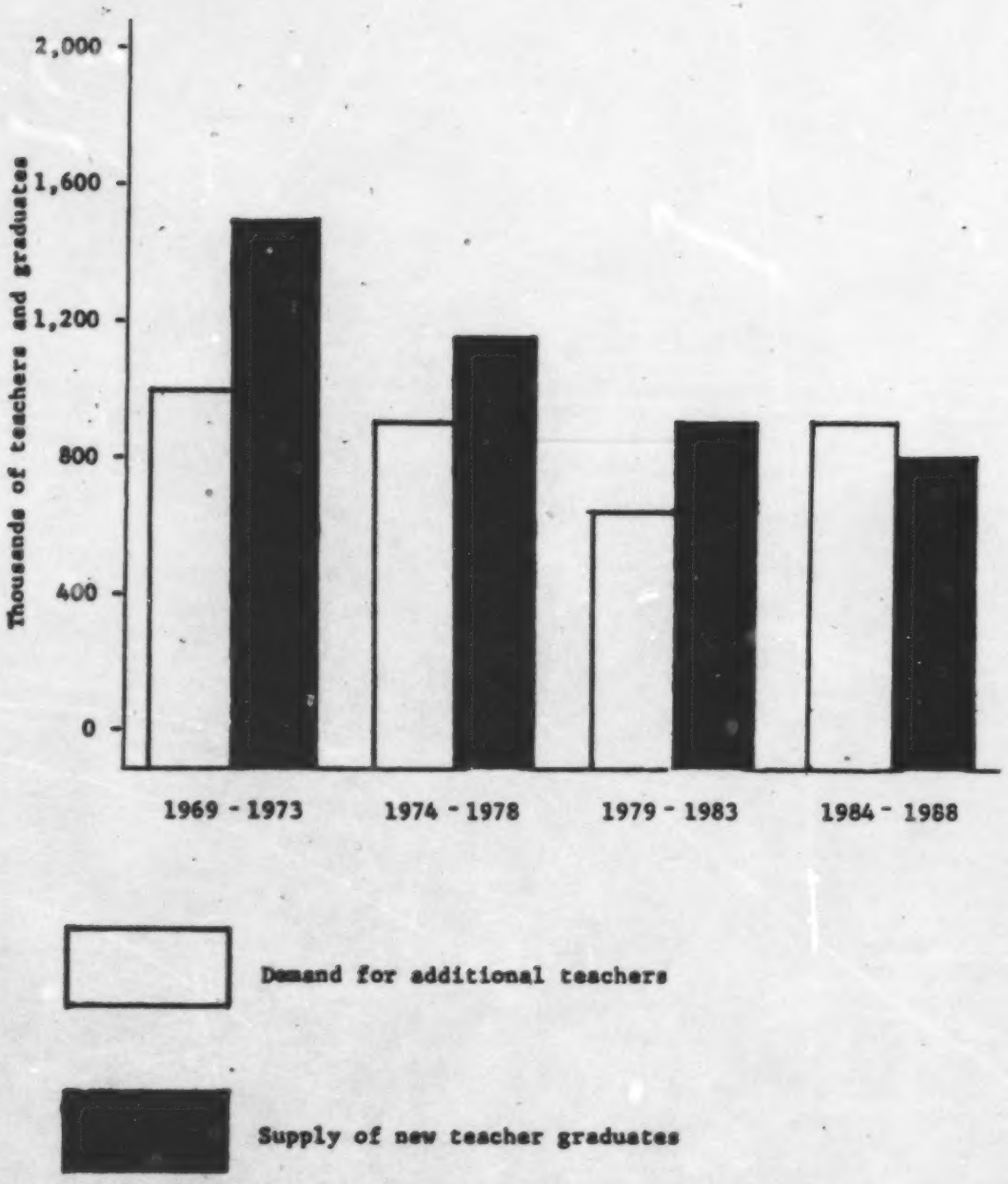
[1] NCES, 1980, p. 1.

[2] Ibid.

[3] Ibid.



SUPPLY OF NEW TEACHER GRADUATES COMPARED TO THE DEMAND FOR ADDITIONAL TEACHERS*

*Source: NCES

Figure 13

APPENDIX A

GRADUATE PLACEMENT REPORT TOTALS

Total of All Institutions
TE-4633
12/79

Michigan Department of Education
TEACHER PREPARATION AND CERTIFICATION SERVICES
Box 30008, Lansing, Michigan 48909

Direct questions regarding this form to Miguel Ruiz at 517-373-1924.

NOTE: See the attached instructions, especially instruction number 2.

FOLLOW-UP OF GRADUATES WHO COMPLETED PREPARATION FOR INITIAL ENTRY INTO CLASSROOM TEACHING

(July 1, 1978 to June 30, 1979 Graduates)

Legal Name of College or University	TOTAL OF ALL INSTITUTIONS	HEGIS Code Number
Name of Contact Person		Telephone - (Area Code/Local Number)

MAILING INSTRUCTION: Return ONE copy by MARCH 1, 1980 to the STATE address indicated above.

CERTIFICATION: I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date _____ Name of official responding for institution: _____ (Signature) _____ (Title)

Part 1.

NOTES:
1. Graduates employed as substitute teachers, part time, or full time, should be reported in columns 2 and 3. See questions #1 and #2 on page 4.
2. Vertical Totals: Lines A + B 7 + C 59 = D.
3. Horizontal Totals: Sections I + II + III = IV. (Do NOT report an individual more than once across columns 2, 3, 4, 5, 6, 7, 8 and 11.)
4. Section II-A is an additional data request for graduates reported in Columns 4–8. Graduates reported in Columns 4–8 should be reported again in Columns 9 OR 10.
5. The total of Columns 4, 5, 6, 7, and 8 should equal the total of Columns 9 and 10.
6. Note that as a check on your data, the final totals on page 3 in column 12, item D, should be the same if added vertically, or horizontally. (Column 12, Lines A, B 7 and C 59 = Line D, Columns 2, 3, 4, 5, 6, 7, 8 and 11.)

EMPLOYMENT STATUS ON JANUARY 15, 1980 OF PERSONS COMPLETING TEACHING PREPARATION BETWEEN JULY 1, 1978 AND JUNE 30, 1979, RECOMMENDED FOR MICHIGAN PROVISIONAL CERTIFICATES

Major Preparation Field	I Number TEACHING		II Unduplicated Number NOT TEACHING					II A STATUS OF GRADUATES In Cols. 4–8		III Teaching or Not Teaching Status UNKNOWN	IV TOTAL (Sum of Cols. 2, 3, 4, 5, 6, 7, 8 & 11)
	In-State	Out-of-State	Employed but not Teaching	Homemaker	Student as Primary Activity	In Military Services	Unemployed	Seeking Teaching Position	Not Seeking Teaching Position		
	2	3	4	5	6	7	8	9	10	11	12
A. Regular Elementary Instruction*	892	225	146	14	39		142	166	175	485	1,943
B. K-12 Areas (elem. & sec.)											
1. Art	74	19	24	1	1		26	33	19	55	200
2. Music	154	32	29	3	9		19	28	32	54	300
3. Health, Phys. Ed. & Rec.	253	47	95	1	25	3	52	79	97	143	619
4. Library Science	11	6	7		1		1	3	6	3	29
5. Special Education											
a. Mentally Handicapped*	215	29	10	3	5		9	14	13	35	306
b. Speech Correction *	26	10	4	1	29		2		36	25	97
c. Orthopedically Handicapped *	101	16	5	1			8	9	5	15	146
d. Emotionally Disturbed *	161	24	5		4		16	15	10	32	242

(CONTINUED ON PAGE 2)

* See Instruction 6(a)

Total of All Institutions

EMPLOYMENT STATUS ON JUNE 15, 1980 OF PERSONS COMPLETING TEACHING PREPARATION BETWEEN JULY 1, 1978 AND JUNE 30, 1979, RECOMMENDED FOR MICHIGAN PROVISIONAL CERTIFICATES

Major Preparation Field	I Number TEACHING		II Unduplicated Number NOT TEACHING					IIA STATUS OF GRADUATES in Cols. 4–8		III Teaching or Not Teaching Status UNKNOWN	IV TOTAL (Sum of Cols. 2, 3, 4, 5, 6, 7, 8 & 11)
	In-State	Out-of-State	Employed but not Teaching	Homemaker	Student as Primary Activity	In Military Services	Unemployed	Seeking Teaching Position	Not Seeking Teaching Position		
1	2	3	4	5	6	7	8	9	10	11	12
e. Education of the Blind *	7	13	2		1		1	1	3	9	33
f. Education of the Deaf *	10	5					4	4		4	23
g. Learning Disabilities *	40	6								3	49
6. Sub Total - Spec. Ed. (5.a thru 5.g)	629	115	30	5	41		46	48	74	157	1,023
7. Sub Total - All K-12 Majors (Sum of Lines B1 thru B4 & B6)	1,121	219	185	10	77	3	144	191	228	412	2,171
C. Secondary											
1. Language Arts	2										2
2. English	104	39	21	3	8		12	18	26	95	282
3. Journalism	4		4		1				5	3	12
4. Speech	24	2	9	2	4		6	11	10	37	84
5. Social Science	47	12	18	2	3	1	2	10	16	53	138
6. Economics		1	3		1			3	1	2	7
7. Geography	4				3		1	1	3	4	12
8. History	65	17	23	1	11		14	18	31	70	201
9. Political Science	8	2	5		5		3	3	10	10	33
10. Psychology	12	6	9		4	1	6	8	12	14	52
11. Sociology	6		4		1		1	3	3	8	20
12. Anthropology	2										2
13. Cultural Studies											
14. Behavioral Studies		1	1						1		2
15. Science	10	3	4		1			2	3	7	25
16. Biology	46	19	16	4	8		5	12	21	35	133
17. Chemistry	8	3	6				2	3	5	3	22
18. Physics	4	4	2		1			1	2	2	13
19. Geology - Earth Science	9	1	4			1		1	4	1	16
20. Astronomy											
21. Mathematics	54	14	11	1	10	1	2	7	18	36	129
Foreign Language											
22. French	8	8	10		1			2	9	8	35
23. German	4	3		1	1		1	1	2	3	13
24. Greek											
25. Latin											
26. Russian											
27. Spanish	17	8	5	1	1		2	4	5	13	47
28. Italian	1										1

(CONTINUED ON PAGE 3)

*Does not include Michigan State University.

EMPLOYMENT STATUS ON JANUARY 15, 1980 OF PERSONS COMPLETING TEACHING PREPARATION BETWEEN JULY 1, 1978, and JUNE 30, 1979, RECOMMENDED FOR MICHIGAN PROVISIONAL CERTIFICATES

Major Preparation Field	I Number TEACHING		II Unduplicated Number NOT TEACHING					IIA STATUS OF GRADUATES in Cols. 4–8		III Teaching or Not Teaching Status UNKNOWN	IV TOTAL (Sum of Cols. 2, 3, 4, 5, 6, 7, 8 & 11)
	In-State	Out-of-State	Employed but not Teaching	Homemaker	Student as Primary Activity	In Military Services	Unemployed	Seeking Teaching Position	Not Seeking Teaching Position		
1	2	3	4	5	6	7	8	9	10	11	12
29. Polish											
30. Hebrew											
31. Business Education	47	15	18		2	2	8	8	22	33	125
32. Accounting										1	1
33. Business Administration			1					1			1
34. Secretarial Science		1	1						1		2
35. Distributive Education	5	4	4				1	2	3	7	21
36. Agricultural Education	15	1	7	1	2		5	4	11	21	52
37. Industrial Arts	53	18	28		5	1	6	8	32	40	151
38. Music	5	2	2		2		1	2	3	8	20
39. Home Economics	35	5	6		3		12	14	7	19	80
40. Art	4	1	1	1	1			1	2	4	12
Other Physical Ed. (non K-12)											
41. Health	1										1
42. Physical Education	12	3	7	1	2	1	3	7	7	14	43
43. Recreation	18	1	15		7		2	3	21	14	57
44. Dance	1		2					1	1	1	4
Miscellaneous											
45. Driver & Safety Education											
46. Library Science	1		1		1		1	2	1		4
47. Environmental Studies	1		1						1	2	4
48. Occupational Therapy											
49. Fine Arts	1		4		1		1	1	5	1	8
50. Humanities											
51. Academic Study of Religions											
52. Philosophy	3						1	1		2	6
53. Vocational Education	5	1									6
54. Agriculture										2	2
55. Business Education	7		7					6	1	1	15
56. Distributive Education											
57. Home Economics	18	1	5		1				6	7	32
58. Vocational Technical	34	3	13	1		1	3	6	12	8	63
59. Sub Total - Secondary (Sum of Lines C 1 thru C 58)	705	199	278	19	91	9	101	175	323	589	1,991
D. TOTALS (Sum of Lines A, B 7 and C 59)	2,718	643	609	43	207	12	387	532	726	1,486	6,105

E. ADDITIONAL DATA REQUESTS:

1. What number, if any, of the graduates listed under "Teaching" (Columns 2 and 3) are teaching as substitute teachers on a part-time basis in one or more school districts? 462

2. What number, if any, listed under "Teaching" (Columns 2 and 3) are employed as "Permanent Substitutes" (with a contract) in a district? 132

3. What number of graduates listed as "Teaching" (Columns 2 and 3) are employed in nonpublic schools in Michigan 352 and out-of-state 160 ?

4. Did any of your unemployed graduates reject a teaching position for location or any other reason?
   [X] YES (If YES, how many? 155-14 Institutions -- Yes NA-2 Institutions -- Unknown-3 Institutions
   [X] NO 8 Institutions -- Blank-1 Institution -- NA-1 Institution -- No Information-1 Institution

5. How many, if any, graduates listed in Columns 4-8 and 9 or 10 moved out-of-state (due to spouse's move or other)? 80-21 Institutions
   Unknown-5 Institutions -- Blank-2 Institutions -- NA-1 Institution -- No Information-1 Institution

6. How many, if any, graduates completed a double major, (one of which is reported)? 194
   Please list as addendum the numbers of graduates completing double majors by the additional subject/matter areas:

7. How many graduates, if any, are teaching outside the realm of early childhood education and K-12 public or private education? (e.g., community education programs, community colleges, etc. Graduate assistants should not be included in this count.) 82

F. Describe the procedure your institution uses to inform current students about the placement of graduates of the teacher education program.

-27-

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(PLEASE TURN TO PAGE 5, PART 2)

Part 2. PROJECTION OF PERSONS COMPLETING TEACHING PREPARATION

PURPOSE: The Michigan Department of Education is in the process of producing the 1980 report on trends in the production and employment of Michigan public school teachers. A major component for this report is the four-year projected teacher production from each of the State Board approved teacher education institutions. These projections have been extensively utilized as the major factor for report of future teacher supply. We are now requesting your institution's projected certificate productions for 1979–80, 1980–81, 1981–82, and 1982–83.

Projected Teacher Production for Michigan Provisional Certificates	TEACHING LEVEL		TOTAL
	Elementary	Secondary	
1979–80	2,953	3,025	5,978
1980–81	2,884	2,992	5,876
1981–82	2,834	2,934	5,768
1982–83	2,856	2,990	5,846

APPENDIX B

NEW TEACHERS WITH NO PRIOR EXPERIENCE

CATEGORIZED BY RACE AND SEX

SUMMARY TOTALS BY PREPARATION INSTITUTION 1978-79

NEW TEACHERS WITH NO PRIOR EXPERIENCE
CATEGORIZED BY RACE AND SEX

REPORTING GROUP	Native American		White		Black		Asian		Hispanic		Totals	
Private Institutions	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Adrian College	0	0	3	13	0	0	0	0	0	0	3	13
Albion College	0	2	7	17	0	0	0	0	2	3	9	22
Alma College	0	0	16	22	0	0	0	0	0	0	16	22
Andrews University	0	0	2	2	0	0	0	0	0	0	2	2
Aquinas College	1	0	14	26	1	1	0	0	0	0	16	27
Calvin College	0	0	16	34	1	2	0	0	0	0	17	36
Hillsdale College	0	0	0	4	0	0	0	0	0	0	0	4
Hope College	0	0	15	28	1	0	0	0	0	0	16	28
Kalamazoo College	0	0	3	5	0	0	0	0	0	0	3	5
Madonna College	0	0	0	6	1	2	0	0	0	0	1	8
Marygrove College	0	0	0	8	0	1	0	0	0	0	0	9
Mercy College	0	0	2	4	0	0	0	0	0	0	2	4
Nazareth College	0	0	0	6	0	0	0	0	0	0	0	6
Olivet College	0	0	14	14	0	0	0	0	0	0	14	14
Siena Heights College	0	0	0	3	0	0	0	0	0	0	0	3
Spring Arbor College	0	0	0	0	0	0	0	0	0	0	0	0
University of Detroit	0	0	3	4	0	3	0	0	0	0	3	7
Total	1	2	95	196	4	9	0	0	2	3	102	210

SUMMARY TOTALS BY PREPARATION INSTITUTION 1978-79 — NEW TEACHERS WITH NO PRIOR EXPERIENCE

REPORTING GROUP	Native American		White		Black		Asian		Hispanic		Totals	
Public Institutions	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Central Michigan University	1	1	183	383	1	10	0	0	1	5	186	399
Eastern Michigan University	1	0	100	265	3	15	0	0	2	0	106	280
Ferris State College	0	0	26	11	0	0	0	0	0	0	26	11
Grand Valley State Colleges	1	0	7	6	0	0	0	0	0	0	8	6
Lake Superior State College	0	0	4	1	0	0	0	0	0	0	4	1
Michigan State University	1	2	141	415	3	18	0	1	0	6	145	442
Michigan Technological Univ.	0	0	12	19	0	2	0	0	1	2	13	23
Northern Michigan University	0	1	36	62	0	2	0	0	0	0	36	65
Oakland University	0	0	73	112	1	6	0	0	3	1	77	119
Saginaw Valley State College	0	0	19	71	0	0	0	0	0	0	19	71
University of Michigan	0	1	48	136	2	6	0	0	1	0	51	143
*Wayne State University	2	1	50	99	5	10	0	0	0	2	57	112
Western Michigan University	3	2	140	347	12	20	0	1	1	1	156	371
Total	9	8	839	1927	27	89	0	2	9	17	884	2043
Illinois	0	0	4	14	0	2	0	0	0	1	4	17
Indiana	0	0	11	35	1	6	0	0	0	0	12	41
Ohio	0	0	12	51	2	0	0	0	0	0	14	51
Wisconsin	0	0	2	6	0	0	0	0	0	0	2	6
Surrounding State Totals	0	0	29	106	3	8	0	0	0	1	32	115
All Other States	0	0	60	127	11	30	1	2	2	7	74	166
Foreign Institutions	0	0	0	4	0	1	1	0	1	3	2	8
Grand Totals	10	10	1023	2360	45	137	2	4	14	31	1094	2542

*See May 7, 1980 memo of Additional Information to Recipients of Michigan Teacher Supply and Demand Interim Report 1980 (page 32 of this report).

Page 97 of Michigan Teacher Supply and Demand Interim Report, March 1980

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

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May 7, 1980

TO: Recipients of Michigan Teacher Supply and Demand Interim Report 1980

FROM: Teacher Preparation and Certification Services

SUBJECT: Additional Information

Page 97 of Michigan Teacher Supply and Demand: Interim Report, 1980 indicates that 15 Black teachers with no prior experience who graduated from Wayne State University were hired in Michigan public schools in 1978-79. (Some copies of the report were revised to indicate that the number of teachers in that category were unknown). This figure appears to be very low when compared with other data regarding the placement of graduates from Wayne State University. In contacting the Detroit Public Schools regarding this matter, it was found that the Detroit Public Schools hired 64 first year Black teachers for 1978-79 who had graduated from Wayne State University in June, 1978. These individuals were serving as full-time substitutes or teachers who were moving toward contractual status, and thus, were not reported by the Detroit Public Schools on the Professional Personnel Register. The Professional Personnel Register is the source from which the data were derived for the report found on pages 96-97. The figure for new Black teachers with no prior experience hired in 1978-79 who graduated from Wayne State University may thus be adjusted to include the 64 teachers identified by the Detroit Public Schools. This method of reporting, however, is not consistent with the remainder of the report in that other institutions placing teachers in the Detroit Public Schools may have been affected in a similar fashion, and data reported by other school districts would not include non-contractual teachers or those hired subsequent to December, 1978. The figure is provided in order to explain the low number of first year minority (Black) teachers hired in Michigan public schools who graduated from Wayne State University.

RAR:pw

Equality, Equity and Excellence for Children, Youth and Adults

APPENDIX C

TEACHER LAY-OFF REPORT

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Appendix C

MICHIGAN PUBLIC SCHOOLS

TEACHER LAY-OFF REPORT*

School Year	End of School Year Total Teachers Pink-Slipped	# Re-employed	# Voluntary Disassociating	# Laid-Off on Recall
1976-77	6,846	5,437	819	590 During 1977-78
1977-78	4,727	3,509	553	665 During 1978-79
1978-79	5,631	4,137	589	905 During 1979-80

*Reports status of teachers as of January 1.

1977 - Nonreporting Districts - 18 - 2.7%

1978 - Nonreporting Districts - 15 - 2.4%

1979 - Nonreporting Districts - 18 - 2.8%